

**Research Paper—English**



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## **Need of 'Ear Training Programmes' in the process of teaching and learning**

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### **A B S T R A C T**

*This paper attempts to focus on the method of Ear training in the process of teaching and learning language. Too many of us are bad listeners preferring to give our own opinions. Teachers who find ways to train their students to listen attentively and concentrate on what they hear, are well rewarded, for a good listener is always an agreeable person and is likely to be more open to new ideas than a bad listener. In teaching a language, teachers have an opportunity to give the students small and adjustable samples of strangeness. They learn to accept strange sounds modes of expression and through their ideas and customs. The students in the process of learning must learn to listen and to absorb, to accept and perceive what is strange to him. So he learns to concentrate absolutely to follow the thread of what is being said tenaciously in spite of difficulties.*

One of the chief purposes of learning a foreign language is to bring near what is distant to get information which is inaccessible. In the process of teaching and learning the teachers are forced to do without a good many of the stimuli to natural use of the language that the everyday environment and the situations of normal civilized life force on the person who learns a language naturally, living among native speakers of it. The teacher in the classroom has to try and make up for this lack of natural stimuli and usually calls on the student's imagination to help him. Most unsuccessful language learning is due to failure of the imagination, failure of the teacher's imagination to realize that words alone may not suffice to carry the students over into the imaginary situations, he is trying to bring him into, and failure of the student's imagination to create or picture the situation in his mind that the words are intended to build for him.

A language is a habit to be copied, an activity to be developed a skill to be practiced. It is the referential skill; Just as the saw, the chisel and the plane have no significance or use without the wood they are made for, so language has no life in itself. It must live in the mouth of the teacher in relation to the activity and situation of the classroom. It is a social skill: unless it sets up a personal relationship between teacher and student and later a community relationship between learner and learner in the class, it cannot really live, or do significant work in the minds of the students. In other words the teacher must really be himself and give himself, talking to real people about real things and then training his students to talk to one another about real things. In this way the minds of the students are prepared to understand the structural material and then add the vocabulary to those patterns to make it possible for him to read a passage and then to under-

stand it. No doubt it is a joint enterprise of teacher and student and the group to win their way into this tract of language by helping one another to realize the words and the structures. It is believed that to teach successfully teachers must take into account the social, as well as the psychological, situation of the students. Teachers must keep in mind that they are teaching language to be put to use for social purpose, for the expression, communication and reception of ideas, for establishing and maintaining contacts between people on the emotional as well as the intellectual level of all the methods or techniques of language teaching and learning process, the method of 'Ear Training' is to be focused, Much has been written and spoken on the various methods of language teaching and learning such as visual aid's to language teaching, making the use of text book, teaching and learning of language through speech, and situational language teaching.

This paper attempts to focus on the method of Ear training in the process of teaching and learning language. Too many of us are bad listeners preferring to give our own opinions. Teachers who find ways to train their students to listen attentively and concentrate on what they hear, are well rewarded, for a good listener is always an agreeable person and is likely to be more open to new ideas than a bad listener. In teaching a language, teachers have an opportunity to give the students small and adjustable samples of strangeness. They learn to accept strange sounds modes of expression and through their ideas and customs. The students in the process of learning must learn to listen and to absorb, to accept and perceive what is strange to him. So he learns to concentrate absolutely to follow the thread of what is being said tenaciously in spite of difficulties. The study of a foreign language does not promote interest in the students who speak it and write



it. If the sounds of the language are not squarely faced, strangeness may be too startling when it is not met. So to reduce this apparent chaos to order, the students must be taught to welcome variety as new opportunities for understanding.

The explanation why a person learns a language without any very decided intention to do so? That is to say the efficacy or penetrating power of what is presented to the ear for learning does not depend exclusively on the material itself. In learning a language repetition can be prolonged for the learner to the point at which a native speaker would dash unhinged from the room. Few teachers realize how often they may repeat a piece either dictating it or reading it aloud to these students. So the teacher who wants to give his students systematic ear training sees to it, that when he is reading to them aloud, they are not allowed to rely on their eyes to cancel the first impression of the ear. Only when a piece is familiar they should be allowed to follow with the eye what is being read aloud. As soon as this has been achieved, the teacher will show them how to ask one another questions and give orders. And the ear training begins. In short to begin with this kind of technique, a systematic and thorough training of the ear, requires the most concentrated way of applying the mind totally to the perception and absorption of language.

#### 1) Dictation:

Teachers are primarily training the ear of the students to hear and understand normal speech uttered in normal speech, rhythms, at normal speed in real conversations. In giving dictation teachers should start with short, and simple sentences to the ability of the class. As the class increases in skill and acuity in listening, the teachers can increase gradation of dictation. Another way to call up a student and say the sound to him. He then has to run back to his group and repeat the sound. Every one must recognize it and write it down. Care should be taken that the detection of unrelated sound should not be attempted until the class has become interested in sounds of the language. Now sentences may be repeated with a little bit increase in speed.

If there is word which is relatively unfamiliar, the teacher may speak about it before he begins the dictation and write it on the black board. Another method is that one of the boys may be told to write his detection on the blackboard. Where all can see it. The advantage is that the boy who is completely stuck is helped to write the sentences. The whole process contributes to building up a co-operative atmosphere, and a sense of personal responsibility in each student. When the teacher finds that the piece has become familiar to the class, he may rub out every second, third fourth or fifth word and ask them to read it. Now they must fill each pair of missing word. In this co-ordinating way the hard eye and ear is trained.

In recent year there has been a great increase in the use of mechanical aids for language teaching learning Radio lesson is the basis of a campaign to teach language. The gramophone is the most cheap and convenient device for bringing authentic sounds, of the native speaker of the language. With this method students absorb pronunciation and intonation and their ears are trained. A natural way of securing repetition. But it has some limitation. Since there is no reciprocal response from it. Some of the most modern techniques of language teaching are based on the use of the tape recorder.

All ear training involves training in phonetics, whether conscious or systematic or neither. The value of attentive concentrated listening is realized now. As the learning of foreign language becomes more urgent with the barriers of space, there is a vast increase in the availability of specimens of language spoken by the best native speakers. The knowledge and skills of the instructors may be expected to increase rapidly with, regular listening and systematic repetition of the speech patterns in the classes. Where competent teacher are available systematic training of the ear supplemented by tape-recorder, and radio, can reduce the amount of work for the teachers. It is the need to implement such activities in schools and colleges in the process of teaching and learning to bring qualitative results.

## REFERENCE

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